



# Informational Handout

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## School Staffing Brief Overview

The School Staffing project is an integral component of the Montana statewide longitudinal data system for K-12 education being developed in Montana. This multi-system data project is focused on reducing district/school reporting burdens while collecting the information necessary to allow for reliable and accessible reporting to the public, legislators and others interested in the successful outcomes for Montana students.



The School Staffing project consists of two data systems connected by School Employee Identifiers (SEID), formerly known as folio numbers, which are now required for every school employee. MSEIS is the MT State Educator Information System which handles the tasks related to licensing educators. TEAMS is the Terms of Employment, Accreditation and Master Schedule system which will collect the employment status of each employee of a district in the Terms of Employment (TOE) data collection and replace the existing Annual Data Collection (ADC) system. In order to complete all necessary reporting requirements during the fall data collection, the following process must be followed in TEAMS.



## SEID

The School Employee ID number, SEID, is a single, unique number assigned by OPI to identify individuals employed by a school. The OPI assigns a unique SEID number for *each* employee of a school district or special education cooperative in Montana.

For accredited nonpublic schools and Montana State schools, the OPI assigns SEID numbers for an administrator, teacher, instructional paraprofessional, librarian, counselor, or other licensed professional staff. SEIDs are not needed for classified staff having no classroom or special education related duties.

Each employee is assigned a single SEID number for life, even if the individual works at more than one school or district. An employer organization uses the TEAMS SEID screen to request a SEID for an employee. If the individual already has a SEID number assigned, the SEID search will locate that number. The same SEID may be used by more than one district or special education cooperative if the person is employed by more than one district or special education cooperative.

Requesting/creating a SEID for an individual is a ***one-time process***. Once it is created, the SEID remains in the OPI's system and may be searched and located by any school district with access to TEAMS.

The SEID matches the Educator License folio number for anyone holding a Montana Educator License.

The information necessary for requesting a new SEID is:

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|--|--|
| <ul style="list-style-type: none"><li>• Last four digits of the social security number</li><li>• First Name</li><li>• Middle Name (optional)</li></ul> | <ul style="list-style-type: none"><li>• Last Name</li><li>• Date of Birth</li><li>• Gender of the employee</li></ul> |
|--|--|

This information can be uploaded into the TEAMS system via (1) a multi-line comma-delimited (.csv) file or (2) individually through a manual process.

More information can be found in the following documents online at the School Staffing website:

- [Instructions for School Employee ID \(SEID\) Generation](#)

## TOE

In the Terms of Employment (TOE) data collection, information is gathered about the employment status of all employees requiring a SEID. A public school district or special education cooperative must report every employee paid by the entity using TOE records. A Montana state-funded school, accredited nonpublic school or residential treatment center must report all employees with positions that are governed by accreditation standards (i.e., administrators, teachers, instructional paraprofessionals, librarians, counselors and other licensed professionals).

The following data fields are in the TOE:

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• Legal Entity Code</li><li>• School Code</li><li>• Employment Start Date</li><li>• Employment End Date</li><li>• Base Salary</li><li>• Contract Days</li></ul> | <ul style="list-style-type: none"><li>• Contract Hours</li><li>• FTE</li><li>• Employment Hours Code (Part Time / Full Time)</li><li>• Employment Status Code (Temporary / Permanent)</li><li>• Position Code</li></ul> |
|---|---|

As with SEIDs, this information can be uploaded into the TEAMS system via (1) a multi-line comma-delimited (.csv) file or (2) individually through a manual process.

A couple of key items to note when gathering this information:

1. Each employee must have a record for each individual position he/she holds and for each individual school where he/she works. For example, if Mary Smith is a curriculum coordinator and a special education teacher at School A and a special education teacher at School B, she will have three TOE records:
  - a. Mary Smith, School A, Curriculum Coordinator (AD39)
  - b. Mary Smith, School A, Teacher – Special Education (TC03)
  - c. Mary Smith, School B, Teacher – Special Education (TC03)
2. The TOE will be collected each fall and should contain the information for the entire fiscal year. Each school district will have the opportunity to update the TOE at the end of the fiscal year to accurately reflect changes that have occurred during the school year.
3. This year there will be two TOE collections: (1) FY 2012-2013 and (2) FY 2013-2014. This is an anomaly due to the delay in releasing TEAMS.

More information can be found in the following documents online at the School Staffing website:

- [Terms of Employment \(TOE\)](#)
- [OPI Position Codes](#)

## Teacher-Class

The Teacher-Class is a main component of the annual data collection completed for school accreditation and other reporting. Public school districts and other Montana accredited education programs must submit information about each class and each person who has responsibility of the class for the entire year.

The information collected in the Teacher-Class ties together classes and the educators who are assigned to them. All educators with responsibility for a class must be reported, including teachers of record, co-teachers, instructional paraprofessionals and facilitators. This may result in more than one record for a unique class. The following is a list of all the data fields in the Teacher-Class:

- |                     |                     |
|---------------------|---------------------|
| • Fiscal Year       | • Academic Level    |
| • Legal Entity      | • Course Sequence   |
| • School Code       | • Grade Low / High  |
| • SEID              | • Class Start Date  |
| • Course Code       | • Class End Date    |
| • Session Type      | • Class Enrollment  |
| • Session Number    | • Class Minutes     |
| • Section Code      | • Distance Learning |
| • Teacher of Record | • Dual Enrollment   |
| • Support Staff     | • Alternative Ed    |

The Teacher-Class information can be uploaded into the TEAMS system via (1) a multi-line comma-delimited (.csv) file or (2) individually through a manual process.

Public schools, nonpublic accredited schools and state-funded schools are required to submit a Teacher-Class record for every class. Special education cooperatives do not submit a Teacher-Class because any class serviced by their employees will be reported by the school district. Residential treatment facilities report only classes related to the public school educational services offered by the center.

Do not report the following services in the Teacher-Class data collection:

1. Special education related services (i.e., OT/PT services, speech and audiology services, etc.).
2. Any classes that are not part of the public school educational program (after school programs, adult education classes and GED/HiSET preparation classes)
3. Residential treatment facilities and accredited nonpublic schools do not report classes that are not accredited by the state of Montana (e.g., religious studies, life-skill classes, group therapy sessions, etc.).

More information can be found in the following documents online at the School Staffing website:

- [Teacher-Class Data Collection: Descriptions of Data](#)
- [K-12 Course Codes](#)
- [OPI Course Code Mapping Tool](#)
- [OPI's K-12 Course Code Mapping Tool User Guide](#)
- [Elementary Course Mapping Information](#)

## Other ADC Screens

After the TOE, SEID and Teacher-Class screens in TEAMS, there are a multitude of screens related to both the accreditation process and other official reporting the OPI is required to do at both the state and federal levels. The following is a complete list of the remaining screens in TEAMS.





### District Screens

- Contractors
- Professional Licensure
- Policies
- Recruitment
- Special Education
- Alternative Education
- Indian Education
- Coordinators
- Distance Learning
- Dual Enrollment
- Internships
- Paraprofessionals
- Off-Site Locations

### School Screens

- HQT
- PI / PIR Hours
- Indian Education

Each of the following screen descriptions includes icons depicting which school type must fill out the information for that screen. The following is the key to the icons.

-  Public schools and nonpublic accredited schools
-  State-funded schools
-  Special education cooperatives
-  Residential treatment facilities

### Contractors



The contractor information collected here accounts for any person the district utilizes to cover specific positions they may contract through a consortium. These contracted positions are limited to the curriculum coordinator, librarian / media specialist, general education school counselor, general education teacher and special education teacher. The screen will collect the contractor business name / consortium name, the contractor's employee, the contractor's address, phone number and email, as well as the employee's start/end date, FTE and position code within the district.

### Professional Licensure



Employees listed on this screen, if any, require a professional license other than an educator's license. Each professionally licensed employee must have a license type, number, status and expiration date recorded in TEAMS, as verified via the direct connection with the Department of Labor and industry.

This information will be used to monitor IDEA compliance and determine eligibility for the Quality Educator Payment. If a reportable person should appear on this screen but does not, the TOE records must be reviewed for accuracy.

### Policies



There are several Administrative Rules of Montana (ARM) that require the Board of Trustees have various policies in place. Compliance with the ARM is critical for accreditation of Montana educational programs. Response to each policy verification listed on the screen is required prior to accreditation data submission to the OPI.

## Recruitment



The information provided is used in the Critical Quality Educator Shortages report produced by the OPI every fall. Each endorsement that was recruited, the FTE by level of school (elementary, middle grades and high school) and the difficulty in filling each opening is required. Multiple recruitments for similar FTE may be combined by difficulty level to speed up data entry.

## Special Education



This screen will collect the percentage of FTE spent by each special education teacher and instructional paraprofessional with three to five year olds and six to twenty-one year olds. The screen will display employees with TC03 (special education teacher) and SE25 (special education instructional paraprofessional) position codes, as listed in the TOE screen.

This information will be used in the annual report to the U.S. Department of Education to detail the percentage of FTE spent by each special education teacher and instructional paraprofessional with 3-5 year olds and 6-21 year olds. If a reportable person should appear on this screen but does not, the TOE records must be reviewed for accuracy.

## Alternative Education



The district's Alternative Education Program(s), including the school to which the program is attached/assigned, must be included in TEAMS for accreditation purposes. An "Alternative Education Program" is a restructured academic program to serve at-risk students within an accredited public school district.

The information required in TEAMS at the district level includes where the students are served and how the high school graduation requirements are modified to students served in this program. Each Alternative Education Program must have a name, description, program director, address and phone number.

The districts will also include an alternative education enrollment count, as of the first Monday in October of the current school year, for each grade level (elementary, middle grades and high school). Where multiple programs are attached to a district, these enrollment counts will be a total for the district and not for each individual alternative program.

## Indian Education (District-Level)



This data provides the OPI with information on a district's education efforts to implement the requirements of [20-1-501, MCA](#), Indian Education for All (IEFA), and assist the OPI in planning for future staff development and technical assistance delivery options across the state. Each fall a summary of this report is made available on the OPI website upon completion of the TEAMS submission and analysis cycle. This screen requires details on the district's IEFA funds and American Indian Student Achievement Gap funds.

## Distance Learning



TEAMS collects information about Distance Learning Providers and their employees who teach or facilitate Distance Learning classes so that the OPI can verify the qualifications of the teachers and facilitators used by Montana education programs. The screen will populate with any course listed in the Teacher-Class marked as distance learning. The district will then choose the Distance Learning Provider from the list shown in TEAMS.

Distance Learning Providers must register online with the OPI to provide services to Montana schools. If a provider is not in the TEAMS Distance Learning Provider list, the provider has not registered with the OPI as required. Direct the provider to register online so TEAMS can be completed.

All distance learning classes and providers must be reported in TEAMS, including the Montana Digital Academy.

## Coordinator Contacts



Coordinator contact information will be collected on this screen as a central contact database (of sorts). Each district must identify, at minimum, a testing coordinator, a homeless liaison and a Title IX coordinator. The contact information required is the coordinator as pulled from the TOE, their coordinator type, phone number, email, physical and mailing address.

## Dual Enrollment



TEAMS collects information on dual enrollment classes to identify which education programs provide this opportunity and to ensure the teachers are properly licensed and endorsed. There are two types of dual enrollment classes recorded in TEAMS: (1) classes offered at the high school that both high school and college credit are received; and (2) classes offered at the postsecondary institution that both high school and college credit are received.

Classes offered at the high school will automatically show in the dual enrollment table. These classes must be entered into the Teacher-Class file prior to adding information to the Dual Enrollment screen. To complete the data entry for the high school course, record the total number of district students enrolled in the course for both high school and college credits and select a postsecondary partner.

Classes offered at the postsecondary institution must be manually added to TEAMS. In order to complete this, the following pieces of information must be collected: the MT K-12 Course Code of the class being offered, the class session type (semester, quarter, etc.), the session number, the unique section code, the SEID of the postsecondary instructor, the total number of district students enrolled in the course for both high school and college credits and the postsecondary partner.

## Internships



This screen will be used to report the status of active internships in the district, if any. All internship agreements must be registered by the OPI. If an internship does not appear on this screen, the intern must contact their postsecondary institution to ensure the institution has provided all necessary information to the OPI.

For an intern to be deemed appropriately assigned, the school district must acknowledge that the internship has started at the beginning of year one of the internship agreement; and indicate that the intern is making progress toward completion of the program of study and that the district will continue the internship agreement at the beginning of years two and three. The OPI considers an intern appropriately assigned for up to three years while enrolled in and making progress toward completion of the program of study.

## Paraprofessionals



The paraprofessionals screen will collect a person's paraprofessional qualifications and the name of the paraprofessional's supervising teacher. The screen will display all employees with PP01 (instructional paraprofessional), PP02 (Title I instructional paraprofessional), PP03 (Bilingual/ESL instructional paraprofessional), PP04 (facilitator / distance learning paraprofessional) and SE25 (special education instructional paraprofessional)

position codes, as listed in the TOE screen, if any. If a reportable person should appear on this screen but does not, the TOE records must be reviewed for accuracy.

Only Instructional Paraprofessionals that are in a classroom to alleviate class overload must be entered in the Teacher-Class file for the class. Instructional Paraprofessionals must be under the direct supervision of a properly licensed teacher. If the Instructional Paraprofessional is covering a class overload, the number of hours per day the Instructional Paraprofessional is working must be entered in TEAMS.

## Off-Site Locations



A district Off-Site Location is a classroom, or set of classrooms, at a separate location from the main school site, where the accredited school provides the full basic education program on a daily basis to students who are enrolled in the district, i.e. attendance centers. The following information must be included for all Off-Site Locations: off-site location name, accredited school the location is attached to, address of off-site location and the total number of elementary and secondary students enrolled at the off-site location.

The following are **NOT** Off-Site locations: Gifted and Talented Programs, Career and Technical Education, Job Corps, Alternative Education and Distance Learning.

## HQT



The OPI must report the number of educators who have not met Highly Qualified Teacher requirements through licensure and endorsements and have not been qualified through the HOUSSE process to the U.S. Department of Education annually. The HQT screen is used to collect and report an educator's HQT status.

Each educator who has an assignment listed in the Teacher-Class screen either (a) in a core academic subject, or (b) in a class identified as special education is listed on the TEAMS HQT screen. If an educator is highly qualified based on his/her license and endorsement(s), TEAMS will recognize this and mark the record accordingly. If an educator is not highly qualified based on his/her license and endorsement(s), the district is required to mark the status based on the HOUSSE process.

The district is also required to retain documentation of an educator's HQT status through the HOUSSE process to submit to the OPI upon request. If a reportable person should appear on this screen but does not, the Teacher-Class records must be reviewed for accuracy.

## PI / PIR Hours



Pupil Instruction / Pupil Instruction Related Hours must be listed in TEAMS. [20-1-301, MCA](#) requires a minimum number of aggregate hours for each school level per school year.

Pupil Instruction Hours requires the first and last days pupils attend school, whether the district has a professional development committee, the minute per day of pupil instruction (not including passing time, instructed recess or lunch) for full and partial days, minutes per day of passing time for full and partial days and days per year of pupil instruction for full and partial days. TEAMS will calculate the aggregated hours per year based on the reported data.

Pupil Instruction Related information collects information on professional development, parent teacher conferences, record keeping and staff orientation. Each of these activities requires an activity date, code, description and PIR hours. The district then has the option of copying one school's PIR activities to all the schools in the district. This allows minor changes to be accounted for while keeping data entry to a minimum.



## Indian Education (School-Level)



As with the District-Level Indian Education screen, the School-Level Indian Education screen is used to provide information on school efforts to implement the requirements of [20-1-501, MCA](#), Indian Education for All (IEFA). Each school is required to respond to questions rating the teachers' overall background knowledge related to implementation of IEFA and rating the school's greatest need to effectively implement IEFA.

## Submit

The final screen in TEAMS is the submit screen. This screen is used by the AR to verify all accreditation sections are complete, certify that all information is accurate, and submit the TEAMS report to the OPI. This is also where districts, ARs and County Superintendents can run the Preliminary Accreditation Report that will detail any possible variances or deviations currently recorded in TEAMS. Any errors listed on the Submit Screen must be corrected prior to submittal to the OPI.

A new submittal process is being implemented this year through TEAMS. School ARs can submit their accreditation as final directly to the OPI. No information will be sent through the County Superintendent. The County Superintendent will be able to review any district/school information under their purview at any time. This will also allow the OPI to begin reviewing the data in TEAMS as data is submitted, regardless of